

SD22 Learning Directions Residency Program 2021-22

Professional Learning Opportunity

1. Why are we providing this professional learning opportunity and support?

- Personalized opportunity for teachers to grow and learn alongside another colleague
- Reviewed theory/research on residency models, teacher coaches

"Without deepening of 'curriculum' knowledge and knowing how and when to apply selected and effective practices, little of importance changes for students or teachers. In the residency model, we make the thinking and the decision-making process visible so it can be replicated – the instructional moves, the teaching points, the language of feedback, and the formative assessment that is interwoven with responsive teaching, and the implementation of required standards of curriculum." [Read, Write, Lead](#) by Regie Routman

- Feedback from residencies we have already been piloting

"The residency model was amazing. I didn't feel pressured to change anything about my days and the goals we created, met the current outcomes I was working towards. I feel more confident as an educator because I have new tools and skills to support my students. The second set of eyes really helped to confirm notions I had about certain students but also provided me with new ideas to better support them. I even found new ideas for supporting my students who are beyond grade level. I would recommend this residency model to any teacher - experienced or brand new." SD22 teacher

2. What are the goals for the residency model?

- a. For teachers to develop a deeper understanding of curriculum, promising practices, formative assessment and instructional approaches and tools that will help students grow
- b. For teachers to grow in their confidence to provide classroom supports to meet the needs of their striving students in a mixed-ability classroom
- c. For teachers to grow in their response to using data to make evidence-based decisions to support their student learning goals and provide strength-based feedback

3. What could a residency look like?

The member from the Learning Directions Team will personalize each residency to the focus and goals of the teacher(s). Together they will co-plan, team teach, and moderate assessment. Over the course of the residency all participants will learn and grow together by building confidence to implement and carry out various instructional frameworks/approaches that are responsive to the variety of needs and mixed-abilities within their classrooms.

The residency also may provide opportunities for the teacher to collaborate with other colleagues in the school in order to build supports and engage in ongoing professional learning building capacity throughout the school.

Timeline of Residency

- a. Application submitted: A school team or individual teacher identifies the practice they want to focus and dig deeper into. This could be school specific, grade specific, teacher specific. School team or individual teachers submit an application indicating what they are hoping this residency will provide.

- b. Once the application has been reviewed and accepted by the Director of Instruction, an initial meeting with school-based admin and the teachers involved along with the Learning Directions Team member will be scheduled for introductions, to review the residency terms of reference, and to discuss the focus and goals as outlined in the application. A schedule and plan will then be created with the team on when the residency will start, preparation required and the proposed end date.
- c. Upon completion of the residency a survey to participants at the end will be given to provide feedback to the Learning Directions Team, and be used to help develop the effectiveness of the residency program moving forward.

Release Time: 2 – ½ day release mornings with one TOC will be provided per residency application. One for pre-planning and one for post-planning and reflection.

4. Will there be Professional Learning above and beyond the in-class support?

The member of the Learning Directions Team will offer opportunities and facilitate professional learning for residency participants and any other teachers in the school wanting to participate as well. These might include book studies, collaborative planning sessions, professional conversations, curriculum meeting sessions, release time for other teachers to observe, etc.

5. What are the criteria for schools/teachers to receive this residency opportunity?

- a. The residency is designed for those schools/teachers that are looking for a more personalized opportunity for professional learning right within their school. An application expressing interest and focus can be sent to the Director of Instruction for review.
- b. All participants must agree to the terms of reference of the residency provided in the application.

6. How will we know this professional learning opportunity is building capacity in teachers and impacting student learning? We will be gathering evidence throughout each residency as well as providing a survey at the end to all participants to review the impact on how this residency has provided meaningful professional learning, built teacher capacity and supported student growth.

“To focus best, teachers need to combine technical expertise with a strong emotional connection to what they are looking at. The key is how to make important things personally important to the individual on both cognitive and affective grounds.” [Putting Faces on the Data](#) by Lyn Sharratt and Michael Fullan



**School District No. 22
VERNON**

Learning together on the ancestral, unceded territory of the Syilx Nation.

SD22 Learning Directions Residency Application 2021

Please complete the following application and email it to the Director of Instruction (lfriesen@sd22.bc.ca). Applications will be accepted for review between **Sept. 27, 2021 – April 8, 2022**

Name of School: _____

Participant(s): Must include Admin Name & Signature for approval

Name	Grade	Years at School	FTE	Signature
	Admin			

Goals of Residency:

- For teachers to develop a deeper understanding of curriculum, promising practices, formative assessment and instructional approaches and tools to engage students*
- For teachers to grow in their confidence to provide classroom supports to meet the needs of their striving students in a mixed-ability classroom*
- For teachers to grow in their response to using data to make evidence-based decisions to support their student learning goals and provide strength-based feedback*

Do you agree to the Terms of Reference? (Please check boxes)

- Residency support is a collaborative endeavour and requires all participants to be engaged in the various aspects of curricular planning, instruction and assessment.
- The residency program is for schools and teachers who want this professional learning opportunity. It should not be forced on teachers or determined by admin. Admin in consultation and commitment with their teachers would put an application forward.
- Residency resources/materials required for the classroom would be provided through the school-based budget if the resource/materials are to remain in the school/classroom after the residency.
- A commitment is required from both the admin and teachers to see the residency through to completion. This is determined by a date established by the member of the Learning Directions Team in consultation with admin and classroom teachers involved.
- The Director of Instruction may terminate/postpone the residency should there be urgent need for the member of the Learning Directions Team for district related work.

Select a focus for your Residency

___ **Numeracy (Gr. 4-10):** Differentiation, Promising Practices, Formative Assessment and CSL
Facilitator: Jen Carter

___ **Curriculum (Gr. 6-12):** Moving from Content to Competencies; Inquiry-based Learning; Promising Practices, Formative Assessment and CSL
Facilitator: Scott Belshaw

___ **Early Learning (Gr. K-3):** Primary Literacy/Numeracy, Promising Practices, Inquiry-based Learning in Content Areas, Formative Assessment and CSL
Facilitator: Jennifer Friesen

___ **Technology & Learning (Gr. K-12):** Capturing and Communicating Student Learning using Simple Technologies, Enhancing Curriculum and Engaging Students, Inquiry-based Learning
Facilitator: Brad Ogasawara, Chelsea Kiddine, Danielle Calder, Kristin Beeby (according to family of school)

Select a Residency Period - Indicate choice #1, #2, #3 (Specific time frames will be determined through a meeting with the member of The Learning Directions Team.)

___ Oct - Dec

___ Jan - Mar

___ Apr - June

Proposed Schedule for your Residency:

- Specific period/block – Days and time: _____
- Daily time: _____
- Other: _____

Explain how this residency will support your current school-wide/specific classroom/professional growth focus?

Identify what you want to focus on during this residency?

Do you have any concerns/wonderings you would like us to know about when considering this application?

SD22 Residency Program Reflection Sheet

To be completed collaboratively with The Learning Directions Team member and the classroom teacher(s) at the end of the residency.

Date:

School:

Grade(s):

Teacher(s):

What are some of the successes/highlights you experienced through this residency?

What are some of the challenges you faced?

What are some solutions/next steps to address these challenges moving forward?

How has this residency helped you grow in meeting the diverse needs of students in your mixed-ability classroom?

***Note:** An online survey will be sent directly to the teachers involved after the completion of the residency for feedback on the residency program.*